EDUCATION

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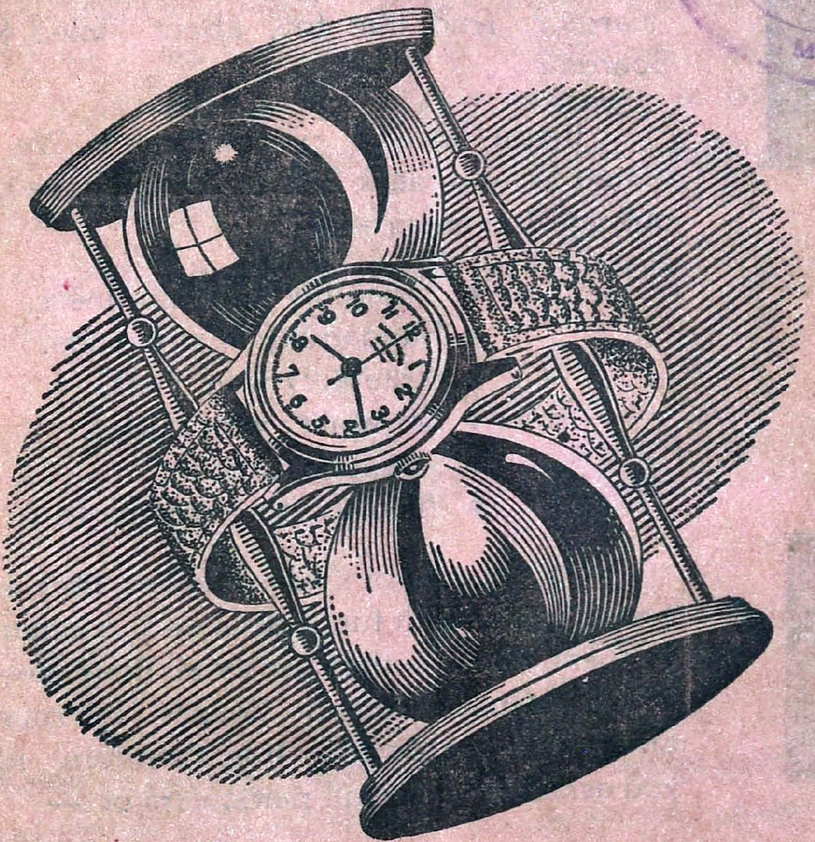

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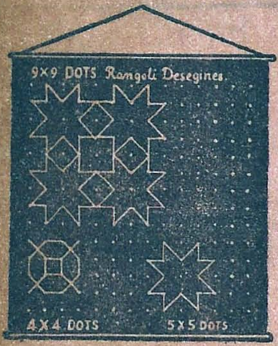

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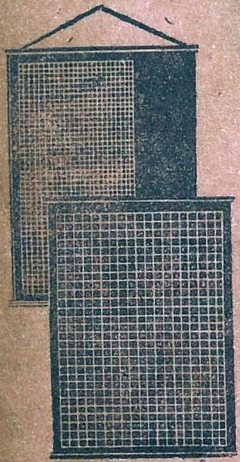

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हमारी कहानियाँ—भाग १

पहली पुस्तक—सचित्र

(जातकों से)

लेखक : प्रो० जगदीशचंद्र जैन, एम्० ए०, पीएच्० डी०

बौद्ध-साहित्य में जातकों का बड़ा महत्व है। भगवान बुद्ध ने धर्मोपदेश देते समय इन कहानियों का अपने अनुयायियों के लिये उपयोग किया था। बालकों के लिये अब तक जातकों से उद्धृत इस तरह की कथाएँ हिन्दी में पहली ही बार प्रकाशित हो रही हैं। ईसप्नीति, हितोपदेश और पंचतंत्र के समान बौद्ध-साहित्य की ये जातक-कथाएँ बालकों को मनोरंजन और नीति-संबंधी शिक्षा देने के दोनों काम करेंगी। पुस्तक में ८० पृष्ठ हैं, जिनमें ३० पूरे पृष्ठ चित्रों के हैं। अच्छा कागज़, अच्छी छपाई और मजबूत कवर से युक्त, इस पुस्तक का मूल्य ६३ नये पैसे या १० आने है।

['हमारी कहानियाँ' के अगले भाग भी छप रहे हैं। उनमें हितोपदेश, पंचतंत्र, रामायण और महाभारत की कहानियाँ होंगी।]

सामान्य ज्ञान

भाग १, २

(कक्षा १ और २ के लिये)

लेखक : प्रो० जगदीशचंद्र जैन, एम्० ए०, पीएच्० डी०

बम्बई-सरकार के शिक्षा विभाग द्वारा निर्धारित पाठ्यक्रम के अनुसार हिन्दी स्कूलों की कक्षा १ और २ के लिये ये पुस्तकें तैयार की गई हैं। पुस्तकों में चित्रों की भरमार है। अक्षर बड़े-बड़े। बढ़िया कागज पर सुन्दर छपी। अच्छा कवर। अध्यापकों को इसके जरिये सामान्य ज्ञान की शिक्षा देने में सहूलियत होगी। हर विद्यार्थी अपनी-अपनी क्लास के उपयुक्त भाग खरीद सकता है।

मूल्य—पहला भाग ५० नये पैसे या आठ आने।
दूसरा भाग ३८ नये पैसे या ६ आने।
तीसरा और चौथा भाग भी छप रहे हैं।

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इंगलिश ग्रामर में यह पुस्तक भाव और शैली में अपने ढंग की निराली और अनूठी है।

हाई स्कूल इंगलिश ग्रामर

जिसमें व्याकरण, रचना, प्रयोग, वाक्यविश्लेषण, वाक्यों का रूपान्तर, वाक्य संग्रह, शब्द निर्माण, अलंकार आदि का सुन्दर समावेश है।

व्याकरण और रचना के अभ्यासार्थ २०१ प्रश्नावलियों का संग्रह है। पुस्तक के मूल लेखक P. C. WREN, M. A. (Oxon.) हैं। ३९० पृष्ठों पर घने अक्षरों में प्रकाशित ३८ वाँ संस्करण जनता, विद्वानों, विद्यार्थियों एवं सुयोग्य अध्यापकों की सेवा में प्रस्तुत किया जा चुका है।

रेन महोदय की विख्यात पुस्तक की लोकप्रियता, विद्वानों का समर्थन और विद्यार्थियों की बढ़ती हुई मांग से प्रोत्साहन पाकर ही उक्त पुस्तक का अनुवाद प्रस्तुत करने की आवश्यकता हुई। स्वतंत्र भारत में हिन्दी के राष्ट्रभाषा हो जाने के कारण, एवं अंग्रेज़ी के पठन की महत्ता होने के कारण यह पुस्तक मूल पुस्तक की भांति ही लोकप्रिय होगी।

हिन्दी अनुवाद की विशेषता :—

१. इंगलिश ग्रामर के पारिभाषिक शब्दों का अनुवाद हिन्दी व्याकरण के अनुसार किया गया है।
२. अंग्रेज़ी के कठिन शब्दों का उच्चारण और प्रश्नावलियों के कठिन शब्दों के हिन्दी अर्थ दे दिये गये हैं जिससे पुस्तक की उपयोगिता बहुत बढ़ गई है।
३. अनुवाद की भाषा सरल और मुहाविरेदार है। जहाँ तक बन पड़ा है भाव और शैली के अनुसार ही अनुवाद किया गया है।

आपके विद्यार्थियों के ही हित में

आपसे नम्र निवेदन है कि "HIGH SCHOOL ENGLISH GRAMMAR" by P. C. Wren and translated by S. P. Gupta, M. A. (Eng. & Phil.), LL. B. आपको, अपने यहाँ प्रचलित पुस्तक से तुलना करने पर, अवश्य पसंद आयेगी क्योंकि इसमें व्याकरण, रचना, अभ्यासार्थ प्रश्नावलियों का सुन्दर मिश्रण, हिन्दी अर्थ, कठिन शब्दों के हिन्दी अर्थ, हिन्दी व्याकरण के प्रचलित शब्द इत्यादि सब सामग्री आपको अपनी पसंद की ही मिलेगी। सरलता एवं संशय निवारण के लिये आपको अन्य पुस्तक की आवश्यकता नहीं होगी।

आपकी आवश्यकता पूर्ति करने वाली यह पुस्तक प्रेस में है और बहुत जल्दी आपकी सेवा में उपस्थित होगी।

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THINK OF THEIR LIVES

(AVADHESH DAYAL)

Think of the boys' lives and how they grow
Their homes schools and conditions therein
Think of their hearts, the feelings found within
Learn then to help them, not just blame to throw.

Do children eat and have they cloth to wear,
And can they laugh and play and learn with joy ?
Is life too hard for them or sweet like toy ?
Doth face smile or doth sad eye shed tear ?

What do they love and what do they respect ?
What language do the home and market teach ?
What hopes do fire their new pulsating hearts ?
More than equipment, think of this aspect
And place good conduct, culture within reach
Before expecting youths to play their parts.

Editorial

The New Intermediate Education Bill.

It was in 1921, that the first Intermediate Education Bill was passed in the U. P. Legislature and the provision made therein still governs the course of intermediate education. According to this act, a Board was constituted, which controls the high school and intermediate education. Much water has flown into the Ganga and Gomati during these thirty six years. When the bill was originally devised, teachers were held in suspicion by our alien rulers, while

headmasters and principals were perhaps considered safer. Thus the bill provided representation for a few headmasters and principals and none for teachers as such. Again, at that time the number of examinees and the number of schools, and colleges was small and it was possible for an intending candidate's worth being known to his voters. The position has changed now and the number of schools have atleast become five times as much. Only one who can spend a lot of money can approach the voters. And such persons would naturally be anxious to get their money's worth by trying to exploit the patronage and this has given rise to the scandals, which were brought to the notice of several inquiry committees.

The cry for reforming the Board was on the air, quite a long time. Infact ever since an interested coterie tried to secure a perpetuity of tenure. But both the first education ministry of Sri Sampurnanand and the second of Sri Hargovind Singh failed to redress. Even though the Zamindars were dispossessed of their lands and the buildings of Agra Zamindars' Association were utilised by the government for several years, yet the Board has all along contained a representative of Agra Zamindars' Association and Oudh Talukdars' Association (B.I.A)., though goodness only knows how they were elected and whom they represented.

Sri Kamla Pati Tripathi has to be congratulated for he has atleast brought about a bill. But looking into the bill, one fails to find any remedy attempting to make either the Board a more representative organisation or to associate the teachers who as subject teachers know where the problem lies in the matter of courses of studies and how should the curriculum be reformed. The only reform that is made in the structure of the Board is to remove the anomaly of the representation of Agra Zamindars' Association and B. I. A. which has been overdue any way for the last seven years or more.

The bill has, by the introduction of certain provisions in clause 16, introduced certain provisions for the security of teachers. It has indeed provided for the supersession of unsatisfactory managements, and we do heartily welcome this. In its attempt to appoint a panel out of which a member has to be selected

a representative on the appointment committees, it has partially remedied the evil for it has limited the scope of this panel only to the appointment of headmasters and not to teachers, in general. We are afraid we can not welcome the idea of appointment of the seniormost teacher by rotation into the committee. This will not solve the problem of teachers for such teachers will not be responsible to the teachers' in general. The period of tenure of such a member has been kept vague and this will give rise to serious misinterpretation.

The more serious objection is the deletion of arbitration boards in case of disputes between teachers and managements. It is provided in the Act that in case of Dismissal, Removal or Demotion, prior sanction of the District Inspector of Schools is necessary. After orders are passed, the teacher can appeal to the Deputy Director and further ask the Director for a revision. But these provisions, we are afraid, do not provide adequate safeguard. Once the Inspector gives an order, he becomes a party to the judgment. The decisions are taken behind the back of the teacher and he has had no chance to challange the evidence. An appeal in that case especially with ***the spirit de corps*** prevailing in the Department of Education will be of little benefit, and with all that the teacher has been denied the protection to seek remedies in a court of law. Again stoppage of increments are not covered in this. The teachers serving in Municipal Boards are denied even a chance to appeal.

We draw the attention of our Education Minister to these defects of the Bill and hope these features will be remedied and proper steps would be taken to reorganise the Board of High School and Intermediate Education in the Act which will be the final shape of this bill.

Regional Conference of Lucknow Teachers :

On the 19th of January teachers of Lucknow region assembled in a conference at the D. A. V. College hall. It was attended not only by Lucknow teachers but teachers of almost every district of the region. The morning business session was presided over by Sri Arsi, the President of Lucknow Association. The afternoon open session was welcomed by the Chairman of the Reception Committee, Dr. Shyam Lal Pande,

and inaugurated by Prof. K.A.S. Iyer, Vice Chancellor of the Lucknow University. Sri Arsi read his address and there were four speakers namely Sri B. P. Vajpai and Sri Avadhesh Dayal of Lucknow, Sri Harihar Pandey of Banaras and Sri Ahsan Ullah of Allahabad (who attended by special invitation.) After the tea party there was a symposium on the Educational Bill which was initiated by Dr. L. Mukherjee, who was followed by Sri Avadhesh Dayal and Sri K.B. Singh. The resolution arising out of this symposium was moved by Dr. Mukherjee and seconded by Sri Avadhesh Dayal. This was passed and the conference finished. On 8th and 9th February a teachers of Sitapur had a District Conference. We welcome such moves by teachers to get together and discuss vital educational issues.

HIGH SCHOOL ENGLISH PAPERS

The Board of H. S. & Inter. Education Alld. has issued a circular notifying changes in the style of the High School English Papers. In particular, the parsing question will require only mention of part of speech and relation. The meanings of words for usage will be given in the question paper but they will be mixed with other words and will have a different order than the words to be used. Substances will require only one-third of the number of original words in the passage. General questions on text and unseen will require very short answers of a few lines but questions will be more numerous. These orders were issued in December 1957 and apply to Examinations of 1958. They left insufficient time for the students to get used to the new style by class-room practice.

On the whole the standard is brought down but some objectivity is introduced. Percentage of passes may go up but we are afraid chances of unfair means will not be reduced and the new short papers may leave candidates idle in the third hour to make gestures and throw out hints.

Extracts from the Presidential Address

by

Dr. C. D. DESHMUKH

AT

ALL INDIA EDUCATIONAL CONFERENCE, MADRAS.

The issue of A.I.F.E.A. dated Nov. 26, 1956, reproduces the resolutions passed at the 1956 Conference, several of which are important and interesting.

It has not been possible for me to find out what action has been taken by the various authorities concerned to whom the resolutions must have been communicated in accordance with the usual procedure of the Conferences, or whether indeed the Conference is informed in due course of the action taken by such authori ties.

I take it that on the occasion of this annual Conference all these matters will receive their due measure of attention, and if necessary further consideration, namely, the honouring by teachers of their own accepted responsibilities and guaranteeing to them such of the rights claimed as are conceded after due consideration by the various authorities concerned.

It is not possible to make any generalised statement in regard to the probable capacity of private managements to find at least a part of the matching contributions demanded of them, especially in view of either inadequate numbers or the increasing restrictions on numbers to an academically defensible maximum or to the varying rules adopted by the State Governments in regard to grant-in-aid to private colleges. If the private managements are to continue to discharge their basic functions, then they must provide economic overhead machinery for running the institutions and must continue to be charged with the responsibility of tapping sources of private charity and philanthrophy. On balancing all these factors, private managements should, to my mind, undertake to raise at least 25% of the matching contribution, leaving the 25% to be raised by the State in which the institution is situated.

So far as the States are concerned, as the Finance Commission have pointed out, in their recent report, many schemes involving matching contributions were added to the First Five-Year Plan. These subsequent schemes faced the States with a choice between two evils, namely, rejecting a scheme for some improvement or development or adding to their already onerous responsibilities.

I should like to deal with the general protest against the scaling down of the expenditure on Education in the Second Five-Year Plan. I hold that such protests are unrealistic and of no practical benefit. The determination of priorities is an essential feature of any Plan, in view of the limited resources available to the State and the various allocations made in the different sections of the Plan. That, as it is in the Second Five-Year Plan, would strain the country's resources to the utmost. This has become abundantly clear as a result of recent developments. Educationists, in general and the teachers in particular may continue properly to point out the dangers involved in not making an adequate provision for consolidation and extension of education at all stages. But they should also finally take note of the decisions taken at the highest level and devote some thought to the drawing up of priorities with the limit of the total allocations for Education in the Plan, just as in the Plan as a whole, with its own maximum limit, such priorities have to be drawn up in all its sections. In other words, the onus lies on educationists of suggesting how the approved allocations, made available, can be put to the maximum possible use so as to secure an optimum improvement in the educational system of the country, if they are dissatisfied with the sub-allocations made within the Educational Plan or with the development of such sub-allocations.

I feel that exercise, by teachers, of the right to earn supplementary incomes should be carefully regulated, perhaps without controversy in view of the relevant provision in the teachers' charter under the heading "the right". The risk of supplementary occupations being such as to be not compatible with the dignity and the legitimate duties of a teacher is the greater where the lower is the teachers' scale as compared with the general level of such scales. Apart

from the theory there are two considerations which are usually urged in regard to the improvement of teachers' emoluments. The first is that of social justice and the second that of the state of demand and supply. That there has been an almost continuous deterioration in the standards of the profession and consequentially in the standards of education, seems to be implicitly or explicitly admitted by most students of our educational system. This deterioration is bound to accelerate into a widening spiral unless effective ameliorative measures are taken, backed by the necessary efforts to raise the required financial resources. In spite of the best efforts, financial resources will be limited and it is not easy to determine where preferably improvements should take place. In my view improvements must begin with college and university teachers in combination with simultaneous other measures, while agreeing with the conclusions of the last conference that there should be no contraction of existing facilities and no throwing out of employment of teachers, all the available funds should be used for the consolidation of the educational system rather than for its expansion.

At this stage, it will be worthwhile to consider the tremendous wastage that takes place at various levels of our educational system. It is notorious that at the elementary stage the strength and attendance of children rapidly fall off with every higher standard, so that in terms of literary gain the cost incurred on producing one literate child is several times more than it need be. It is doubtful if this involves merely questions of quality or emoluments of the elementary teacher. It involves wider social problems, such as paucity of women teachers, and calls for powerful enough efforts to bring about the reorientation of the attitude of the population, especially in the rural areas where there is still an indifference towards sending children to school. This brings me to the important question of the spread of women's education and a more determined persuit of fundamental education for the citizens of the country.

It was also recommended that the possibilities of providing vocational and trade schools should be explored for the age group 11—17 to enable the girls to have some gainful employment.

In my inaugural address at the Students Christian Movement Conference at Guntur only the day before yesterday, I have drawn attention to the vital matter of providing fundamental education to the people of our country if parliamentary democracy is to fulfil its purpose. It is unfortunate, in my opinion, that such provision as was made for the organisation of social or fundamental education in connection with the rural and Community development under the First and the Second Five-Year Plans was or has not been not properly utilised and that there has been a tendency to use Social Education Organisers for duties other than legitimate purposes. It seems clear that the importance of education for citizenship is but dimly perceived by us. Such lack of perception stems from the failure to recognise the principle that the study of a subject cannot be interesting in the absence of some knowledge about its realities and in the absence of some practical experience of the facts to which it relates. Since such knowledge cannot possibly be acquired by adolescents of normal school or college-going age, it follows that education must be a continuing process for all citizens, especially through literature and history. The elements of citizenship may be taught to adolescents, but their lessons are bound to be remote from experience, since they have no direct contact with the facts with which the citizenship or economics is involved. Raising the school age is no solution in such a situation. The real solution seems to consist in purposeful extension and intensification of adult education. The sort of education needed is not technical but liberal education, which would help a man to realise that he has not only to earn his living but also to be a good member of society. Although man may be defined as a social animal, he tends to use society as far as possible to further his own ends. This tendency cannot be countered merely by enabling the citizen to develop his personality or by informing him about the main features of the civic administration. He has to be educated through the lessons of good literature and history to cultivate ideals and be able to judge between good and bad in a social sense : in other words to learn to act as a member of human community.

In this context, I should also like to draw attention to my observations

in the course of my Guntur address to the conditions necessary for bringing about the emotional integration of the country. This is essentially a matter of the achievements of social justice and recognition by the citizen that social justice is being achieved.

As regards the load of work, I think that in certain subjects, e.g., languages, larger classes than 80 could be permitted, thus setting free the teachers' time for tutorial or seminar work. Where special care is taken, as in some of the colleges with long established reputation, to detect student weaknesses at the earliest stage, to give special tuition and attention by continuous teacher-pupil contact, the results are very creditable.

Before I close I should like to add a few observations, apt to be regarded as dogmatic but capable of being substantiated. They are not necessarily consequential or inter-connected but all I hope will be found relevant.

1. There is a great deal of holier-than-thou orthodoxy or downright cant or sophistry in regard to basic education, not so much in regard to its theory as in regard to its practice. I know of instances of reckless conversion of schools, almost overnight, for attracting proferred Central Government grants. The principal difficulty, paucity of properly trained teachers, is nearly insurmountable. The integration after suitable modification, of the old and the new elementary education adopted in a realistic spirit as their policy by the U. P. Government and the Madras Government Commends itself to me as worthy of consideration elsewhere.

2. There is an urgent necessity of increasing residential accomodation, particularly in women's colleges. Far too small a percentage of college and University students is provided for, at present and that too in scarcely permissible conditions of congestion.

3. Affiliations are granted to colleges far too easily by many Universities. In one State, affiliations assumed spectacular proportions on the eve of the last general election. I would recommend for emulation the regulations and practice of the Madras University in this respect, which has, in my opinion, resulted in higher standards in this University than in most others.

4. Available funds should be used for consolidation rather than expansion and resultant continuous dilution of already weak standards. For years to come; all the needs of the country can be met out of a college and university population of 800,000, provided the percentage of passes is raised, genuinely and not by gracemarks, to 85 to 90 per cent as in the United Kingdom.

5. The number of holidays and vacations must be cut down to the bare minimum. We cannot afford to remain a nation of lotus-eaters.

6. Standards of accommodation in sections, classes and laboratories must be carefully fixed in accordance with academic considerations and strictly enforced. Professional conscience should not be drowned in political considerations which are the proper sphere of politicians and State Governments.

I conclude by wishing the Conference every success in the direction of furthering both the legitimate interests of teachers and the cause of education.

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The All India Federation of Educational Associations

32ND ALL INDIA EDUCATIONAL CONFERENCE

Madras City, December 27th to 31st 1957.

(D. H. SAHASRABUDDHE, General Secretary, Nagpore)

RESOLUTIONS FOR GENERAL SESSIONS.

(1) The A.I.E. Conference records its deep sense of sorrow at the sad demise of Shri B. G. Kher, Shri Shyamanandan Sahai, Shri Baldev Singh, Shri Parasuram Singh, Shri Chandrasekhar Bajpai and Shri S. N. Mate.

(2) The A. I. E Conference expresses its sense of joy on the occasion of Professor Karve's completion of one hundred years.

(3) This conference records its opinion that schools should have freedom in selecting text books suitable for the children.

It records its emphatic protest against the steps being taken by certain Governments for preparing, publishing and imposing a uniform set of books on schools.

It has however, no objection if the State Governments through properly constituted Text Book Committees review the books published and prepare an approved list from which schools may be free to select their text books.

(4) ***On Teachers Charter Day*** :—This A. I. E. Conference notes with great satisfaction the decision of the World Teachers' Conference held at Warsa in September, 1957 with a programme similar to our own and that a burning torch which is the symbol of the A. I. F. E. A. be worn that day by all the teachers of the world.

(5) In accordance with that resolution, the A. I. F. E. A. decides to hold the Teachers' Charter Day on the day on which it is going to be held all over the world.

(6) ***Central Government*** :—This conference urges upon the Central Government the need for substantially increasing their financial assistance to State Governments notwithstanding the fact that education is a State subject.

(7) ***Railway Concession*** :—This conference appreciates the decision of the Railway Board to grant concession to individual students and requests the Railway Board to extend the facility to teachers in all recognised educational institutions.

(8) ***Teaching of English*** :—In view of the importance of the study of English as a language in our Educational Institutions, this Conference recommends that effective steps be taken to improve the standards of teaching English.

(9) ***Adult Illiterates*** :—This conference urges the Central and State Governments to provide greater facilities for spare time and part time education for the removal of adult illiteracy and for the education of partly literate persons.

(10) The Constitutional amendment is referred to the Constitution Committee.

(11) ***Asian-African Teachers' Conference*** :—This conference feels that, in view of the similarity of conditions in Asian and African countries with regard to Education and in order to create closer understanding between the teachers of the two continents, a conference of the Asian and African teachers will be highly desirable. Further, this conference is of opinion that India should be chosen as the venue of the conference and authorises the Executive of the Federation to request the Government of India to take steps for convening such a conference.

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Extracts from the Presidential Address of the Secondary Education Section of the 32nd All India Educational Conference at Madras.

Dr. R. K. BHAN,
Deputy Educational Advisor, Minister of Education, Delhi.

Friends, I am grateful to the Federation for being called upon to preside over this section of Conference. It is indeed a matter of great pleasure to me to be associated with this work today along with my friends from the teaching profession, in which I have spent a major portion of my active life. The work of the teacher is unique from many points of view "While many kinds of labour are needed to do the world's work, no other labour is more important than that one which initiates and improves growth in the realms of minds and morals. Shaping and moulding human beings is a noble and a difficult enterprize. It is in this enterprize that teachers are engaged. It is here that the destinies of millions of youths are determined." In the discharge of his responsibilities, however, the achievements of the teacher will be conditioned by the environments, physical and intellectual, in which he is placed. The teacher is no doubt a human being and, as such, we cannot be oblivious of the material and physical amenities that he receives from the society while he is called upon to undertake responsibilities of a high order with zeal and devotion. The teachers' organisations while alive to the needs of the profession in this behalf should, however, develop measures whereby the technical efficiency of the members would improve and opportunities would be extended to them to give a better account of themselves in curricular and extra-curricular activities as builders of the nation. By and large they choose to join the teaching profession under the pressure of circumstances, economic or social, and there are only a few who exercise their choice voluntarily sometimes sacrificing alternative occupations. It may, however, be noted that tea-

chers do not deal with drab files or lifeless machines or materials but with growing human beings whose development is fashioned and watched by them with interest and care. It is thus that in the performance of their duties (obviously for a material return) the finer chords of human heart are played upon and consciously or unconsciously they get so much in tune with their work that it endows them with spiritual and intellectual satisfaction which is a characteristic feature of a noble profession.

Each stage of Education has its importance in the educational system of a country but secondary education has some significant features which no educationist can ignore. "When a pupil enters the secondary school, his learning should become increasingly significant. It is at this stage that the aptitudes and the natural faculties of the young boys and girls can be studied and fashioned so as to be fitted to the appropriate vocation of life. Thus, in the context of social and economic conditions, obtaining in this country, secondary education has to play a vital role. While the expansion of elementary education in the country is of paramount importance, the consolidation and improvement of secondary education in conformity with the genius of the people and the needs of the people and the needs of the country so as to form a proper base for the future career of boys and girls going through this stage of education, is very urgent. Unfortunately the conditions of secondary schools in the country call for an immediate attention of all interested in education. For various decades this type of education was unilateral and conducted without any bias towards the broader needs of the country. The Secondary Education Commission after an intensive study of the problems made comprehensive recommendations which are now a challenge to the educationists. The main plank of reconstruction as recommended by the Commission is to change the school from the unitary to the diversified type by the introduction of multilateral courses. The new pattern of school will not only impart instruction in humanities but in six other groups of subjects, viz., Technology, Commerce, Agriculture, Science, Home Science, and Fine Arts. The improvement in the standard of instructions is

implied when it is conceded that the products of these schools should attain at least as much proficiency as that of students who pass the first year intermediate examination The introduction of this new pattern with diversified courses demands, as a pre-requisite, a thorough all-round improvement in such schools in the sphere of class room accommodation, laboratories, libraries, furniture and last but not the least in the quality of the teachers.

The progress of the plan has not been commensurate with the immediate needs of the country and the expectations of the people. The difficulties confronting the administration both at the School and University levels are real and have to be surmounted with vigour and ability. The introduction of core subjects like Social Studies and the General Science also involve certain certain re-arrangements in school teaching. The problem of providing teachers to suit the new needs, especially in the diversified subjects, is no doubt one to be tackled both on an emergency as well as on a long term basis. The All India Council for Secondary Education which is seized with this problem has under implementation, a scheme of organising seminar-cum-training courses of 5 weeks' duration in diversified types of subjects and this will be a sort of orientation course. On a long term basis, however, the teachers' training colleges or the professional colleges dealing with the diversified subjects will have to do something to produce a stream of teachers to man the multi-purpose schools.

An important reform in the field of Secondary education, which has been emphasized from time to time and which is now being tackled systematically, is the reform of examinations. That the present system is responsible for many evils, which have cropped up in the social and educational system, has been emphasised from time to time and something has to be done to reform it in a manner that will bring about better results. The wastage of national human resources caused by failures in examinations is colossal. The All India Council for Secondary Education has taken up this subject and a plan is under consideration for evolving new evaluation procedures and techniques to suit the needs of the country, under expert guidance. A pilot project in this

behalf is being immediately established and it is hoped that a long term organisation will also be set up very soon. It is easy to condemn the present system of examinations but it is rather difficult to find out new methods of educational evaluation which would effect a distinct improvement. It has been observed that evaluation must be regarded as an integral part of the tolal examination process, in which educational objectives, learning experiences and evaluating procedures are all linked together. It is not possible or appropriate to transplant in this country methods howsoever successful in foreign countries. Further research and study are essential before the reforms are introduced.

Another important reform to which attention is to be drawn is that of educational and vocational guidance. Every school should have a nucleus of this organisation and no effort should be spared to equip schools with the necessary tools for this purpose. One of the most outstanding problems of social and economic system of this country is that of educated unemployment. Young men and women with undergraduate qualifications are unemployed but there are several thousands fit for professional occupations (industrial, supervisory or educational) who are without any jobs. It is high time that all those who are interested in the future of our country devote their earnest attention to this problem and thrash out a remedy. That there is not much of correlation between employment opportunities and instruction imparted in educational institutions is clear. That there should be a close coordination between employers, industries or commercial concerns, and the institutions which turn out employable young men and women cannot be doubted. But still there is a greater need for giving advice to young boys and girls at the appropriate stage so that their talents and aptitudes may be well directed and they may go in those fields of activities in which they are likely to flourish. This will check to a great extent wastages in education and at the same time prepare a base for the supply of requisite material for different vocations.

A question is often asked in this connection as to whether a multipurpose school can be a vocational school. the answer is definitely no. It is not a substitute for a trade school either.

But it will certainly prepare our young men and women for a vocational training befitting their mental and physical calibre.

These are some of the facts of our educational re-construction at the Secondary stage. The role which the teacher has got to play is fundamental. He is the pivot on which the whole machinery of reconstruction will revolve. It is not necessary as much to talk about improvements in the technique of teaching as development of a proper understanding among the teachers about these problems and, still more important, of instilling in them a new urge for improvement.

To meet the needs of the situation we should kindle a fire in the hearts of all present and prospective teachers so that they will not feel at rest until results are achieved, which will certainly tell. There is nothing so galling as to hear so often from different quarters that the standards of achievement in schools are falling. Whatever be the causes, whether the teacher is responsible for this deterioration or not, the community has a right to look up to him to give a lead in evolving and initiating measures for improvement. I may be permitted to repeat that our plans for Secondary Education reconstruction will not be complete unless there is a definite improvement in the level of students' attainment at this stage. I, therefore, take this opportunity of appealing to the teaching profession to accept the challenge and make the whole process of reconstruction of secondary education not only easy and quick but fruitful from all points of view.

India is passing through a critical stage in its history. Independence has, no doubt, opened a vista of bright future but it has also created huge responsibilities for the people and their leaders. From the struggle for political independence we are marching on the more difficult path of economic and social reconstruction which will be through 'blood, sweat and tears'. We look round and see how other nations with their higher rate of literacy, national income, capital formation, industrial and agricultural production are going still further. Some of them (like West Germany) devasted by the Second World War have effected their economic recovery in an amazing manner mainly through hard work and sacrifices of their people. Should we still lag behind ?

Resolutions of the Secondary Education Sectional Conference.

SRI SRINIVAS VARDHAN, Secretary, Secondary Section.

1. This Conference records its emphatic appreciation of the decision of the Government of India to assist the State Governments with 50% grant towards improvement in the salaries of teachers of Secondary Schools. It, however, notes with concern that no State Government has so far taken steps to adopt the scales and salaries recommended by the Federation.

The Conference learns with regret that some State Governments are imposing such conditions and grant-in-aid rules as make it difficult for the managements of aided institutions to get the benefit of improved salaries to their teachers It, therefore, requests the Governments concerned to take immediate steps to improve the salary scales of teachers, if necessary, by modifying their grant-in-aid rules and also by withdrawing all conditions that may otherwise exclude the teacher from the benefit of enhanced scales. The Executive Committee of the Federation is requested to take effective steps for the implementation of the resolution and contact the different State Governments for the purpose.

2. This Conference notes the slow progress in implementing the recommendation of the Mudaliar Commission and regards the existence of the two classes of secondary schools, high schools and higher secondary schools, for any length of time as undesirable and calculated to retard progress in improving the quality of secondary education. It recommends to the Executive of the Federation to set up a Committee with a Sub-Committee for each of the five zones to study the measures taken by the different States such as, upgrading the high schools and evaluating the steps and recommend the measure to be taken up for speeding up the reforms and bringing about some uniformity in the standards of attainments of our secondary school pupils.

Extracts from the Presidential Address at the Teacher Training Section of All India Educational Conference.

By Br. E. A. PIRES, Central Institute of Education, Delhi.

I am glad to have this opportunity to preside over the teacher training section of this conference at a time when the improvement of teacher education is engaging the serious attention of the government and of teacher educators.

One defect in our teacher education institutions to-day is the generally poor quality of the teaching staff. There are very few colleges which have a staff that is adequately qualified for the very important and difficult task of teacher education. In my opinion, the minimum qualifications for any teacher educator, be it in a training school for elementary teachers or in a college for secondary teachers, should be a Master's degree in Arts or Science and a Master's degree in Education. A teacher educator should also have had adequate experience of sohool teaching, so, that he be in a position to talk with some authority on the problems of teaching.

More than the qualitications, I have just referred to, is the need for a teacher educator to possess a personality that inspires his students. I consider a teacher educator to be properly qualified only if he is genuinely interested in his work and sets an example of diligent and conscientious effort to his students.

A teacher educator should also be genuinely interested in his students. He should be sympathetic and helpful to them in the solution of their problems. He should be easily accessible to them when they are in need of consultation and guidance. We expect teachers to take a keen interest in their pupils and to give them individual attention; and yet in our own work of teacher education we fail to attend to the individual needs of our students. The trouble in this regard, is that persons are appointed to posts in teachers' colleges largely on the basis of their academic scholarship, if, at all, even

this qualification is taken into consideration, which does not appear to be so in many institutions that I know of, which are staffed with very ordinary people. In many government institutions seniority in service is the primary consideration.

One reason why our teachers' colleges are poorly staffed is because of the poor salary grade offered to them. I feel that teacher educators with the qualifications that I have suggested should be given the same grade as university lecturers, with an initial start higher by at least five increments because of their additional qualifications and experience. With an adequate salary grade it should not be difficult to get the kind of persons for a teachers' college that I have described. provided due care is exercised in the selection.

Another difficulty in quite a large number of our teachers' colleges is the inadequate strength of the teaching staff. If student teachers are to receive adequate supervision of their practice teaching and adequate guidance in the form of tutorials, a 1:10 teacher-student ratio has to be maintained. I wonder how many of our teachers' colleges maintain this ratio.

Another important condition for good work in our teachers' colleges is a good prospect of promotion for the junior lecturers to higher posts. Teachers' colleges, specially those which offer the M. Ed., course, should make provision for an adequate number of senior posts of readers and professors to which the lecturers could aspire in course of time. A common difficulty experienced in most teachers' colleges is the constant change of staff because of the lack of better prospects in a particular college. Only a more generous staffing can solve this problem.

Another desirable feature of staffing in teachers' colleges is that every member of the staff should be a real specialist in his field. It is a common experience to-day for a lecturer in a teachers' college to handle more than two subjects, either at one or at two levels of training. Inadequate staffing is primarily responsible for the sad dearth of research work in our teachers' colleges. For effective work in teacher education, I believe that no lecturer should be required to teach more than two subjecis and,

wherever possible, these should be in related fields

Moreover, if research work is expected of a teachers' college, there should be additional staff whose special responsibility is the conduct and guidance of research. This does not mean that the rest of the staff may not be encouraged to participate in the research programme. Whatever assistance they are able to give without detriment to their primary responsibility as teacher educators should be encouraged ; and if they are vitally interested in research work, their teaching load should be proportionately lessened to permit them to undertake research. Our teachers' colleges should be encouraged and aided to develop research programmes in a number of other fields, besides test construction, which is the main type of research, that is being done to-day anywhere in the country. We need to take up research projects in curriculum construction, in the development of audio visual aids, in educational psychology, including the methodology of the various school subjects, in educational sociology and in educational and vocational guidance. It should be their special responsibility to organize research in their respective fields of specialization with the assistance of the junior staff and with the other necessary special assistance that their particular projects may require.

Then again, if teachers' colleges are expected to take up a programme of in-service training, and if this is not to be done at the expense of pre-service training, additional staff will be required to organize and to co-ordinate the work. I feel that the minimum staff for any extension work worth the name is a co-ordinator, an assistant co-ordinator, an assistant librarian-cum-projectionist and a clerical assistant.

I have considered at some length the problem of staffing of our teachers' colleges. Another weakness of a large number of our colleges is inadequacy of equipment. Few institutions have an adequate library of books on education. If a regular system of tutorials and seminars is to be adopted and if a greater emphasis is to be placed on assignments and self-study than on lecturers, it is necessary that attention should be paid to the provision of an adequate library for the purpose.

Besides textbooks and reference books, a teachers' college library should subscribe to a wide assortment of educational journals. A good library should also include a collection of charts and maps and other visual aids to teaching, properly classified and catalogued, so that student teachers are encouraged to use such aids in their teaching. It should also have a good films' library consisting not only of films on educational methods and practice but also films for use in the classroom by student teachers. It is only when such materials are readily available that student teachers attempt to use them in their practice teaching ; and it is only by using them that they get to understand and realize their value in teaching.

For an efficient library service in a teachers' college, it is necessary to have a well qualified librarian who is competent not only to guide the student teachers but also to assist the members of the staff in the choice of reading materials. It is extremely helpful to have a librarian who has himself been a student of education and psychology. It is also a useful practice to associate the librarian with some teaching work. Every college should also have a well - equipped reading room to which students can repair to work on their assignments and to make notes required for discussion in the tutorial classes and seminars. If self-study is to be encouraged, a commodious and comfortable reading room is a necessity. An open access system is another necessity, even though it means running the risk of losing some books.

In any college which makes provision for the training of teachers of science, there should be a well equipped laboratory where teachers can try out the experiments they are going to perform in their practice lessons. Teachers of science should be encouraged to prepare their own teaching aids out of inexpensive materials. A resourceiul teacher of science can equip his own school laboratory with a great deal of apparatus prepared by himself and his students ; and a teachers' college should be able to initiate prospective teachers of science into this practice of preparing their own teaching materials.

It is also well recognized that teachers' colleges should train their

students in the organization of co-curricular activities. For this purpose, every college should develop a rich programme of co-curricular activities including assemblies, dramatics, debates, social activities, special celebrations, etc. To be able to organize such a programme, it is necessary for a college to have a proper auditorium with a well equipped stage. This provision should be regarded as a real necessity and not a mere luxury, as it makes a real difference not only to the training in co-curricular activities but also to the social life of the institution.

Very few of our schools have a regular programme of excursions for their pupils. One reason for this is that student teachers have not had sufficient training in the organizaiion of excursions. It is the business of a teacher's college to give its students this kind of experience by getting them to organize visits to places of educational interest. Such excursions should figure in the college calendar as a regular activity. A good practice would be to reserve every alternate Saturday for excursions and educational visits. For this purpose, every teachers' college needs to have a conveyance of its own to make such regular visits possible.

I have said that teachers of science should be encouraged to prepare science apparatus with inexpensive materials. Similar opportunities should also be provided to teachers of other subjects who should be encouraged and taught to prepare teaching models of various kinds. To provide such training a teachers' college needs to have a small workshop. When craft becomes a compulsory subject in the secondary school curriculum as envisaged by the Secondary Education Commission, a workshop will become an absolute necessity for every teachers' college. There is another use to which a workshop can be put. Our teachers need to develop some hobby or hobbies to which they can turn with profit in their leisure hours and which they can help to promote among their own students. A teachers' college which has a workshop will be better fitted to encourage its students to take up worth-while hobbies.

As teachers need to learn to keep themselves physically fit, there is need for every teachers' college to make a regular provision for games

and other physical activities. This makes it necessary for a college to have adequate playground facilities. It should have either its own playgrounds or facilities for the use of public or other playgrounds in its vicinity. Provision for games and sports is generally made in residential institutions, but this is not a common practice in day institutions.

One of the aims of teacher education is to develop in student teachers an experimental attitude towards their work. It is not easy for student teachers in their practising schools to try out experiments in teaching, nor is it possible for the members of the staff to demonstrate to student teachers the applicability of some of the methods advocated by them unless a college has its own experimental school. It is my belief that no teachers' college can do without its own experimental school, if it is to foster, among its student teachers, the desire to experiment with new techniques and methods of teaching. It is, therefore, a real pity that very few of our teachers' colleges have their own experimental schools. In future, it should be made a condition for recognition and affiliation that a college has an attached experimental or demonstration school.

Another necessity of a teachers' college is to have hostels for its students. If students live on the campus of the college they have several advantages which they do not enjoy if they are day scholars. A residential institution helps to develop the spirit of community better than a day institution, and the development of community-mindedness is very important for teachers. Residential institutions also make the organization of co-curricular activities easier, as many of these activities can be organized better, outside the regular working hours. If students are in residence, they also get more time for study and for discussion among themselves.

I believe that unless our teachers' colleges are adequately equipped and generously staffed with persons who have a proper vision of their task and the competence to guice and inspire their students, their influence for good will be greatly restricted. In the early days, when we had only a few such institutions high standards were maintained in respect of their staffing and equipment,

but during the last two decades or so, these standards have fallen to an extent that is, in some cases, truly deplorable. We need to bestir ourselves and improve the facilities provided in our institutions of teacher education if fhe products of these institutions are to come up to our expectations and to meet the needs of our schools.

Resolutions passed at the Teacher-Training Section of the All India Educational Conference at Madras.

(Dr. L. MUKHERJEE, Lucknow, Secretary, Teachers Training Section.)

After the presidential address and the two symposia on (a) Improvement in Teacher Education and (b) In-service Training of Teachers the following resolutions were moved and passed :—

(1) This conference is of opinion that, in the interest of building up a national system of education, it is necessary that steps should be taken to introduce a certain method of uniformity in courses of teacher education. To this end this conference recommends :—

(a) Barring such variations as local conditions require, there should be only three types of courses :—

(i) Undergraduate course in teacher training for primary school teachers.

(ii) Degree course in teacher training for all secondary teachers both for high and middle schools.

(iii) Post graduate or Masters' course for educational administrators.

(b) To implement the above, there should be a Central Board of Teacher Education under the

Central Ministry of Education.

Mover : Prof. K. Sabha Rao of Nagpore.
Seconder : Mr. Vivekananda Das of Orissa.

(2) This conference is of opinion that to attract persons of merit to the teaching profession, it is imparative that the State Governments should take steps :—

(i) To improve the pay and service conditions of primary and secondary school teachers.

(ii) To award stipends to teacher trainees during their period of training.

(iii) To offer adequate incentives for improving academic and professional qualifications of teachers.

Mover : Miss Minati Sen of Calcutta.
Seconder : Dr. L. Mukherjee of U. P.

The report and resolutions were subsequently read by the Federation Secretary, Dr. L. Mukherjee in the open session of the conference where the resolutions were unanimously confirmed.

Teacher Education in Different Lands.

Dr. L. MUKHERJEE,
Paper Read in Teacher Education Section, A. I. Education Conference, Madras.

Professional Education of teachers was not considered essential in ancient days. Scholarship was demanded from those imparting education at the higher level, while for elementary level, the teachers were not expected to know much beyond the students themselves. Thus while the great Greek and Roman Scholars, who were teachers at a higher level,

were respected, the teachers at the lower level, Pedagogues in Greece and the Ludi Magisters in Rome, did not occupy an enviable position. Same was the position in the East, where the respect that the community showed to teachers was only for those at the higher level. Probably in the days when memorising consituted the only means of learning, the role of the elementary school teacher was nothing more than that of a task master who punished the failures to remember. The professional education for teachers perhaps became somewhat more prominent in the medieval universities when teachers began to specialise and to give instruction on one particular branch of learning. But even then, there was no specific teacher preparation except serving under a scholar as a sort of apprentice. We owe it to the Jesuits who first realised the need for professional preparation of teachers. Christian Brothers, another Catholic organisation engaged in education had also a similar idea of teacher preparation. But these were engaged in what may be called the preparation of teachers at the secondary level and there was no attempt for preparing teachers at the elementary level. Perhaps it was due to the fact that the society did not realise that younger the child, the more difficult it was to educate him. The first training institution for teachers was organised in Prussia, the largest state of Germany by Francke and Hecker which trained teachers at the elementary level in the eighteenth century. It was at a Prussian seminary that Pestalozzi evolved his famous technique which removed education from the rule of thumb to a scientific and philosophical theory. As teaching grew in technical complexity, it was no longer sufficient to know merely the content of the subject matter a teacher has to teach. He must also learn the technique of transferring his knowledge to the taught. The American interest of teacher preparation came directly from the influence of Pestalozzi and the first training college was established there is 1839. In England, the importance was realised from the failure of the monitorial system. The pupil teacher system, under which an intending teacher was apprenticed under an experienced one, was the first official admission of the specific preparation for teachers.

It must be however noted that private school societies in England

had started a scheme for preparation of teachers and seven years before the passing of the parliamentary act of pupil teachers, these societies were given a parliamentary grant. The actual training colleges for teachers in England however started as late as in 1874.

Today, we find most of the countries have some schemes for teacher education. In many of the South American countries, teacher education is however confined to the elementary level only. In the secondary level, teaching is still carried on there by persons engaged in other professions—some in law or in medicine or engineer—who do part time teaching and are paid according to the number of hours, they teach per week.

In U.S.A., teachers of elementary and secondary level have the same background of general education and are given the same amount of professional training in a Teachers' College for four and in some cases five years. This tendency is however of a recent origin. The older practice here, as was in other lands, was to make matriculates study in a normal school for two years to become an elementary school teacher and to require a secondary school teacher to have at least some education at a college level. Now the high school students are admitted to the teachers colleges, where in four or five years they receive some general education, as well as education in professional subjects. This provides more efficient teachers at both the levels.

In England, different types of preparation are required for teachers at two levels. For an elementary (now Primary) school teacher, it used to be general education upto the matriculation, followed by two years of professional training. For a secondary school teacher, a university degree in general education was needed and it was followed by a year's professional training to get a diploma. The present tendency is to level down this difference and to offer a three years, course to the primary school teacher which would include some general education also, and to associate the teachers colleges for primary teachers with the university by bringing them under the institutes of education. This would reduce the gap existing between the elementary and the secondary school

teachers and enhance the scales of pay and professional prestige of the teachers at the elementary level.

In most of the other countries, however, two levels of teacher preparation are still maintained. In France, teachers in the primary schools are required to have full elementary education including Complimentaire followed by four years training in Ecole Normailes, of which the first two are devoted to general education. For being a teacher at a secondary school (lycess or colleges), one has to get two university degrees, a Licence and a Diploma D' Etudes Superior and pass the Aggregation, thus involving a high standard of general education and professional training.

In Germany, elementary teachers have to complete the full secondary education and are admitted to training colleges after passing the Arbiter examination. In the training colleges, they study for two years and pass an examination which entitles them to become merely probationery teachers, to be confirmed they must take an in-service training and pass another examination. Secondary school teachers are required to have four years of university education followed by two years of course in a training college including a course of practice teaching at a school for two years. On passing an examination, one is merely appointed a teacher under probation to be confirmed after persuing a course under the guidance of an experienced teacher.

In Scandinavia, to become an elementary teacher, one studies in a general school up to fifteen and enter a four year course in a normal school for four years two of which are devoted to further general education. Secondary teacher have the same professional training but have a university degree. In Netherlands and Belgium there are three levels of teacher preparation. Elementary school teachers pass the School Leaving or the Middle School examination and get three years' training in Ecole Normaile. Middle school teachers have to have full secondary education following by two years of professional training. Teachers of higher secondary course are required to have a university degree with two years training.

Elementary school teachers in Italy are trained in Scula Normal after

a middle school education. Secondary school teachers must have a university degree and professional training at Scula Normal Superior. But untrained graduates are also permitted to teach. In the Central European countries, professional training for secondary school teachers is generally relaxed, while elementary school teaohers have four years' training after a middle school course.

In Turkey, teachers under training are selected at 13 and are given two years general education, followed by three ot professional education. By passing a full secondary course one becomes a middle school teacher. Secondary teachers have university degrees and two years training, a pattern followed by Syria and Isrel also. Egypt is now trying to introduce teacher education which it lacked, even at the elementary level, by an eleborate programme of in-service training.

In U.S.S.R. three levels of training are provided. An elementary school teacher has to have seven years of general education followed by three of professional studies. A middle school teacher has to have a full ten years' secondary education with two years' professional training. To become a teacher in the Deciletka or secondary school one must join a pedagogical institute for four years after matriculation. But one can rise from the elementary to higher levels with a year's in-service training.

In Pakistan, our immediate neighbour, elementary school teachers are required to pass the middle school education and get a year's professional training. Middle school teachers have to he matriculates and High School teachers have to be graduates. Professional training for each is one year, though given in separate centres. Burma follows the same pattern, but the period of professional training is enhanced to two years.

In China, two levels of teacher education are maintained. Elementary school teachers are now required to have full elementary education followed by four years' training. Those who have a higher level of general education, middle or high school, get shorter training. Secondary school teachers are required to have secondary education and have

professional training for five years, a part of which is general education. Japan follows the American model of four years teachers college for post matriculates for both elementary and secondary school teachers, and no distinction is maintained between the two. Same is the condition of Philippines

Thailand follows the three levels of teacher education, elementary, middle and high schools Indonesia has only two levels and so have Iran and Afghanistan.

Thus we find, that though almost all agree on some sort of teacher preparation, different countries have different organisation for the preparation for teachers depending partly on the tradition and partly on the available resources. All agree that a teacher must have higher level of general education than the students he has to teach. To have more than one level of preparation, a lower one for the elementary proves a larger number of teachers at that level with a lower cost and they are given lower salaries But by condemning them to that level, we not only kill their initiative but block the chances of research in that important level of child study that the country needs. If the countries like U.S.A. or U.K. have tried to raise the preparation of elementary teachers to secondary or U.S.S.R. have provided them opportunities for rising this has been done primarily for this.

Perhaps in this context we may consider the organisation of teacher education in India. Teachers in India are trained generally in three levels. The elementary teachers are trained in Normal Schools, some of which are maintained by the State governments and others are privately managed institutions, receiving a government grant. They admit students with only middle school or Junior High School qualifications in most of the states, while a few states admit matriculates. The period of training varies from state to state, and is usually of one or two years.

Middle school teachers are usually matriculates and are admitted in the junior courses of training colleges maintained whether by the government or by private agencies. Unlike the elemtary teachers' certificates which are awarded almost invariably by government department, the teacher diploma for middle school teachers

called S.A.V.T.C., C.T., L.T., or Dip. T are some times awarded by the government and some times by the universities. The course of training in professional subjects is again varied : some times of one year's and some times of two years' duration. Some times matriculates are admitted for a two year course, while intermediates only for a year.

Teachers of High School are trained in training colleges, which may again be government managed or private and some times are university departments. They number slightly over 120 in the whole country. They admit only graduates for a year's study and give B.T., or B.Ed. Degrees of the university. Madras formerly gave L.T. In U.P. the Department of Education of the government holds its own certification parallel to the universities and awards the L.T. Diploma which is sometimes confused with the undergraduate teachers' diploma of W. Bengal which is also called L.T.

Most of the colleges do not have practising schools, and have to depend on the mercies of local schools for providing opportunities of practice teaching. The crowded syllabus to be covered within nine or ten months makes a student rush through the programme without being able to assimilate, and hence most of theories learnt in training colleges are left behind there, not to be used by the teacher in his day-to-day work.

There is a great disparity not only in the qualifications, but also in the service conditions of teachers trained under three categories. Perhaps in the light of a comparative study of the conditions available elsewhere, we may consider seriously in removing the disparity of the three categories and provide a better programme of teacher education which should spread itself wide enough to improve the quality of teachers. I would suggest, therefore, that in order to improve teacher education specially at the elementary level, the initial qualification of the entrants, those who are having the foundation of the future nation, should be improved, they must have at least a better secondary course plus three years of training

Measures for Improving Teacher Education in India

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Paper Read in Teacher Education Sectisn, A.I. Educational Conference, Madras.

Utility of the training of teachers :

There is in evidence, at present, a universal concern about the improvement of education in India. But those who are mainly charged with the task of bringing about this improvement must be properly equipped for the accomplishment of the task. Hence teacher-education and a very efficient type of teacher-education, too, is a great need of the hour. As regards the necessity for imparting professional training to the teachers, we have only to refer to the fact that, to those who are conversant with the principles of modern education, teaching without understanding professional training is a monstrosity and a baneful anachronism.

The Problem :

The problem of training the teacher is two-fold—(a) training the existing untrained teachers and (b) imparting training to the new entrants to the profession. Of course, there is a further dimension to the problem in the shape of giving 'refresher' training to the existing trained teachers.

The Remedy :

(*a*) *Training of the existing untrained teachers :*

With regard to the training of the existing untrained teachers, the best thing that can be done under the present circumstances which are marked by a great paucity of training institutions is to depend mainly upon the Extension Services which can render invaluable service in this connection through camp courses, short courses, correspondence courses, etc

Here we must mention with a feeling of high appreciation all that has already been done by the Extension Services Departments under the inspiring guidance and patronage of the All India Council for Secondary Education.

Last year in my Presidential Address before the Teacher Training Section of the Jaipur Conference I offered some suggestions in this respect. I reiterate those suggestions here : For imparting Short courses of training to our teachers with 10—15 years' experience, a mobile staff of Instructors may be appointed and maintained in each district by the State Department of Education. Their function will be to move about from place to place and organize Training Camps in suitable areas on a regional basis. Teachers from specified schools will assemble here for receiving training. In this way, all untrained teacher in the District may get facilities for training within a short time

(*b*) *Training of the new entrants :*

Those who like to see an improvement in teacher training in India should chiefly direct their attention to the proper training of the new entrants to the profession. It is they who will gradually leaven the whole dough and eventually help to eliminate the rankling problem of untrained teachers in the profession.

Naturally, the teachers' training colleges are the proper agencies for shouldering this responsibility. Of course, many more new colleges will have to be opened and accommodation in the existing colleges will have to be greatly expanded (certainly without adversely affecting the 'teacher-pupil ratio') to cope with the rapidly growing needs of the situation.

(*c*) *Re-training of the old trained personnel :*

In these days of phenomenal advance in the realm of educational theory and practice, it is highly necessary that old trained teachers should undergo a period of retraining (to keep abreast of fast-growing knowledge) after the lapse of a period of 10 years after the first period of training

Revision of B. Ed. Syllabus :

As regards the question of revision of the admittedly out-of-date B. Ed. Syllabi, the lead given by the All India Council For Secondary Education is to be highly commended. In this connection, the recommendations of the Conference of Principals of Training Colleges held at Bangalore in May, 1957 is worthy of espe-

cial mention as constituting a landmark in the effort to reshape the existing syllabi. It is to be hoped that its recommendations will be accepted by the proper authorities and thus teacher-education in India will be enabled to cross a big hurdle in the way to effectual advance in the near future.

Only one thing we would like to add in this connection. Wherever knowledge of content seems to be deficient (either in quantity or in quality), adequate arrangements should be made at the training colleges themselves to overcome the lacunae. This latter remark is particularly applicable to the cases of Science and Geography where we seldom have teachers in adequate numbers having the necessary grounding in relevant knowledge ot content.

Huge wastage in training—Reasons and Remedy :

So for we have spoken about the improvement of teacher-education in the land. But, our discussion would remain incomplete in relation to one vital aspect, if we did not refer to the fact of huge wastage even in the meagre training facilities that we have, at present, in India. The reasons are not very difficult to find out. They are : (i) small minority of trained hands in a school, (ii) existence of untrained heads of institutions, (iii) indifferent attitude of the School Managing Committees or Governing Bodies towards training and consequent lack of enthusiasm on the part of trained teachers, (iv) absence of parent education and parental co-operation in our country, (v) want of requisite teaching aids and appliances in our schools, and (vi) last, but the most important, the question of the status, pay and prospect of teachers—both trained and untrained.

It is now high time that we remedied all these defects and prevented the vast and appalling wastage in the system of Teacher Training in India.

The Diary of a Student Teacher.

Translated from the original Bengali Article of Mr. Sudhir Chandra Rai.
(Published in Shieksha, Bengali).

By KUMARI RUCHIRA SEN, B.A., Lucknow.

Part I

Saturday, 13th January 1951.

It has now been settled where I should have my practice teaching lessons. I and my friend proceeded to the particular reputed Calcutta School with much misgivings. As a good wine does not need any push, the good school's perhaps do not need appropriate surroundings and sign posts. But as there is no justification for a wine shop having a dirty push, so perhaps a good school will improve considerably if its surroundings were a little neater, and its sign post more recently painted.

Entering through a rusty iron gate we entered a dungeon which was both dark and ill-ventilated. Some thing like a globe appeared in a dim light and I imagined we had entered the Geography room by mistake. But my friend reminded that unlike the training colleges, the schools of Calcutta could not afford to have separate rooms for History or Geography and what appeared to be a globe was merely the bald head of a human being. To confirm his statement, a grave voice, appearing that of a head master's, issued forth from the 'globe' asking, "Who is it"? There is no mistaking, for since independence, all headmasters have developed a uniform pattern of voices.

We quickly replied "Sir, we are coming from the B.T. College". We were asked to come in, but were offered so seats Besides the broken table and an old typewriter, there was, in fact, only one chair for visitors and that was occupied by the guardian of a student, who had probably been refused promotion. Ultimately the said guardian pointed out to us a bench, in a corner. I perhaps took some time to compose myself and it was the headmaster who thinking us to be rather foolish spoke first "I was expecting your arrival".

He called for the back register, in which we were asked to write our names, place of work, age, subjects we would teach and other details such as subjects offered in B. A. Having written them out, we were asked to come on the following Tuesday. The headmaster however wondered how my friend who did not offer mathematics at the B. A. level was allowed to teach mathematics in higher classes of his school prior to his training as he had mentioned, but this was exactly the case. Due to dearth of qualified persons to teach, schools now ask almost any teacher to teach anything.

Tuesday, 16th Jan., 11-30 A.M.:

Entering the school, I found the headmaster very busy arguing with a sturdy fellow, who wanted to get his brother admitted. The headmaster was not willing to admit the boy who had acquired a reputation to be a bully, and paid no heed to the threats of this ruffin-like brother of his While admitting that perhaps the headmasrer was right in the interests of other boys in refusing such admissions, I wondered whether there was any agency, in this city of three millions, to take care of such problem children or whether they are all destined to become hooligans after all. Finally, the headmaster asked me to come on the following day at twelve noon, as the time table was not yet ready.

Wednesday, 17th Jan., 12 O'Clock :

Although I was punctual, I found the school clock much behind the time, and finally one of the teachers initiated me into the mystery. The clock would not be allowed to strike twelve and the hands would be pushed back by the peon till the headmaster's arrival. I now realised what Einstein meant by saying that time is relative. It was certainly relative to the headmaster's arrival in our Calcutta Schools.

However after a time, that august person arrived and all of us, eleven pupil teachers, found our way into the teachers' room. Noticing a dirty rag on the table, I asked a teacher whether it should not better be thrown a way, and thus learnt with surprise that the rag was the duster with which teachers were expected to clean their boards, or perhaps to make the boards more dirty than before. Our work schedule arrived. The teacher who was asked to teach

in class V had to begin with alphabets and was expected to cover up to the old class V syllabus, all within a few weeks. When asked how he could do it, he was told he could use either the direct, indirect or new method to do this and if successful this would indeed be a model for the regular teachers to follow. The headmaster added that he had gone through the books of Michel West as well as Gates Gate Way Primier made easy by Mr Banerjee and was yet unable, himself, to find out how this impossible thing could at all be achieved, though the framers of the syllabus think it to be possible. Finally, he had come to the conclusion that he would retire the very year the present class V would come up to class X, so as not to share the blame of their failure. Perhaps he was right. It is a pity, the framers of the syllabus were so ignorant of the capacity of children to learn.

One of the pupil teachers appearing to be helpful, suggested a certain book but the headmaster who had, it seems, written a testimonial knew the shortcoming of that book which ignored the need of learning pronunciations correctly, one of the esstentals of a foreign language study. On being asked about the possible co-operation of the regular teachers, we were told that would not be available, not because the teachers are untrained, but because all of them as we would do in future, are apt to leave their training college techniques behind. We were further told that the school had no mid-day break for the students could not afford to buy their lunch and were given only a fifteen minutes interval to Sip the powdered milk, supplied to the school by a certain philanthropic American organisation.

Thus ended our first day in the school where we were faced with the realites of the problems of Indian education quite different from the theories that our training college books try to teach us.

(To be continued.)

क्षेत्रीय सम्मेलन के प्रस्ताव

माध्यमिक शिक्षा विधेयक

माध्यमिक शिक्षक संघ का यह अधिवेशन माननीय शिक्षा मन्त्री जी को बधाई देता है कि उन्होंने माध्यमिक शिक्षा (संशोधन) विधेयक १९५७ को धारा समा में रक्खा, विशेषत: अधिवेशन उस धारा के लिये बधाई देता है जिसमें प्रबन्ध के ले लिये जाने का विधान है, साथ ही विनयपूर्वक सत्य निवेदन करता है कि यह विधेयक निम्न बातों में अध्यापकों की माँगों को पूरा नहीं करता :—

१—माध्यमिक शिक्षा परिषद् को सुधारने व पुन: संगठित करने का कोई प्रयत्न नहीं किया गया न विभिन्न विषयों की समितियों तथा परीक्षा-समिति में तत्सम्बन्धी अध्यापकों को पर्याप्त प्रतिनिधित्व मिला।

२—विधेयक में अध्यापकों के क्षेत्रीय आर्बिट्रेशन बोर्डों का विधान नहीं है और इस अंश में यह विधेयक नौकरी की सुरक्षा देने में असमर्थ है।

३—अध्यापक, प्रतिनिधि विधेयक के अनुसार, प्रबन्ध समितियों में स्थान-श्रेष्ठता के विचार से क्रमश: रक्खे जायेंगे, चुनाव से नहीं। वे अध्यापक के सच्चे प्रतिनिधि नहीं हो सकते।

४—धारा 16-G उपधारा २ अंश (b) को इस प्रकार संशोधित किया जाय कि अधिनियम अवश्य (वैकल्पिक रूप से नहीं) अधिक अच्छे वेतनक्रमों व भत्तों आदि की व्यवस्था करें तथा अंश (a) में कथित लाभ पेन्शन, बीमा व ग्रेच्युइटी के रूप में हों।

अधिवेशन प्रार्थना करता है कि माननीय शिक्षा मन्त्री जी इन बातों की व्यवस्था करके ही विधेयक को पारित करायें।

१—शिक्षा-संस्थाओं की मान्यता :—उत्तर प्रदेश माध्यमिक शिक्षक संघ का यह क्षेत्रीय सम्मेलन सरकार से शिक्षा के पतनशील स्तर को उठाने के लिये यह अनुरोध करता है कि संस्थाओं को मान्यता देते समय उनकी आर्थिक स्थिति, सामान-सज्जा इत्यादि को ध्यान में रक्खे और एक ऐसा वातावरण पैदा करें जिससे शिक्षक अपने महत्वपूर्ण कार्य को सम्पादित कर सके। मान्यता देने में निर्धारित शर्तों की जो उपेक्षा की जाती है वह दूर की जाय।

२—आश्रितों की नि:शुल्कता :—यह क्षेत्रीय सम्मेलन सरकार से अनुरोध करता है कि अध्यापक के 'वार्ड' को सभी शिक्षण संस्थाओं में, चाहे वह वहाँ का अध्यापक हो या नहीं, शिक्षा शुल्क से मुक्त रखा जाय तथा अध्यापिकाओं के पुत्र, पुत्री, तथा आश्रितों को भी वही सब सुविधायें प्राप्य हों जो पुरुष अध्यापकों को अभिभावक के नाते मिलती हैं।

३—त्रिविधि लाभ योजना :—इस क्षेत्रीय सम्मेलन के मत में माध्यमिक शिक्षा का वर्तमान प्रोविडेन्ट फन्ड उनकी वृद्धावस्था के लिए समुचित व्यवस्था नहीं है अत: 'प्रोविडेन्ट फन्ड' की अध्यापक के वेतन से कटौती तथा प्रबन्धक-समिति का भाग भी द्विगुणित कर दिया जाय तथा बीमा व पेन्शन की योजना भी चालू की जाय। सरकार का भाग देय होते ही प्रतिमास जमा किया जावे।

४—वेतन आदि की समानता :—लखनऊ क्षेत्र (Region) के अध्यापकों की यह बैठक राज्य के मा० शिक्षक संघ से अनुरोध करती है कि वह उत्तर प्रदेश सरकार पर सरकारी व सहायता प्राप्त विद्यालयों के अध्यापकों के वेतन तथा भत्ते आदि को समान कराने के लिये जोर डालने के निमित्त उचित वैधानिक उपायों का अवलम्बन करे। इस सम्बन्ध में जो भेद है

वह भारतीय संविधान के नीति-निर्देशक तत्वों के विरुद्ध है।

५—परीक्षा फल :—यह सम्मेलन उ० प्र० सरकार का ध्यान इस ओर आकर्षित करता है कि धनाभाव तथा कुछ अन्य कारणों से विद्यालय, विद्यार्थियों के शिक्षा-स्तर का विचार किए बिना, प्रविष्ट करने को विवश होते हैं तथा शिक्षा का हित न देखकर स्वच्छन्दता पूर्वक उन्हें उच्च कक्षाओं में चढ़ाने के लिए विवश रहते हैं। ऐसी दशा में शिक्षा प्रणाली तथा अन्य कारणों से सार्वजनिक परीक्षाओं के फल के प्रतिशत के कम होने पर अध्यापकों को पीड़ित करना अनुचित है। अत: उनके कार्य का मूल्यांकन इस आधार पर न किया जाय और उन्हें दन्डित न किया जाय। जो अध्यापक इस प्रकार शिकार हो चुके हैं उनको पुन: दन्ड से बरी करने का आदेश सरकार संबंधित-शिक्षा-संस्थाओं की प्रबंध समितियों को दे।

६—समितियों में प्रतिनिधित्व :—यह सम्मेलन यह मानता है, कि माध्यमिक शिक्षा-परिषद् की पाठ्यक्रम समितियाँ तथा परीक्षण समितियों में सम्बन्धित विषयों के अध्यापकों का पर्याप्त प्रतिनिधित्व होना चाहिये।

७—वेतन वितरण :—इस सम्मेलन की सम्मति में मान्यता-प्राप्त विद्यालयों के वेतन वितरण की अपूर्णताओं व अनियमित व्यवस्था को देखते हुए यह आवश्यक है कि राजकीय कोष से सीधे वेतन व महंगाई के वितरण की व्यवस्था की जाय।

८—जाँच समिति :—उत्तर प्रदेश मा० शि० संघ लखनऊ का यह क्षेत्रीय सम्मेलन जिला कमेटियों को यह सुझाव देता है कि प्रत्येक ज़िले में एक जाँच समिति संघठित की जाय जो सरकार से सहायता-प्राप्त संस्थाओं में शिक्षकों के प्रति किये जाने वाले अनाचार तथा पीड़ित करने वाले कार्यों की जाँच करे, उन्हें शिक्षा अधिकारियों की जानकारी में लावे और उनकी रोकथाम के लिए उचित कार्यवाही के हेतु प्रयत्नशील रहे।

९—हिन्दी :—उत्तर प्रदेश मा० शिक्षक संघ, लखनऊ का यह क्षेत्रीय सम्मेलन आशा करता है कि भारतीय संविधान के अनुसार राज्य सरकार हिन्दी को राज्य भाषा के रूप में पूर्ण रूप से लागू करने का शीघ्रातिशीघ्र प्रयत्न करेगी।

१०—टी० बी० चिकित्सालय :—यह शाखा प्रादेशिक संघ के द्वारा उ० प्र० सरकार से अनुरोध करती है कि टी० बी० के चिकित्सालयों में दी गई सुविधाओं को माध्यमिक शिक्षकों के लिए ही सीमित न रख कर उनको इन शिक्षकों के संरक्षितों: पत्नी, पुत्र व पुत्रियों के लिए भी उपलब्ध कर दे।

११—जे०टी०सी० वेतनक्रम :—उ०प्र० माध्यमिक शिक्षक संघ लखनऊ का क्षेत्रीय सम्मेलन जे०टी०सी० अध्यापकों की वर्तमान अवस्था तथा वेतनक्रम को गम्भीर चिन्तारूप से देखता हुआ सरकार से सानुरोध करता है कि वह अपना वह आदेश जिसमें कि उसने J. T. C. अध्यापकों की पदवृद्धि पर प्रतिबन्ध लगाया है तत्काल वापिस लेकर उनका वेतनक्रम सी० टी० पास अध्यापकों के वेतनक्रम के अनुसार करने की व्यवस्था करे। साथ ही जो जे० टी० सी० अध्यापक (Graduate) हो चुके हैं तथा अनुभवी हैं उनको उनके अनुभव के आधार पर ट्रेन्ड ग्रेजुएट का वेतनक्रम प्रदान करे।

बालक बालिकाओं के जीवनो को प्रभावित करने वाली
किशोरोपयोगी अनुपम पुस्तकें

१	जगद्गुरु भारत	।।।-)	१७	वीर बालक	१)
२	नया खून	।।≡)	१८	इङ्गलैण्ड का वैधानिक विकास	१)
३	सौर्य परिवार	।।=)।।	१९	विचित्र प्रकृति	।।=)
४	अन्त्याक्षरी—१	।।)	२०	अनोखी कहानियाँ	।।)
५	अन्त्याक्षरी—२	।।।)	२१	सच्चा प्रेम	।=)
६	चार चाँद	।।≡)	२२	पौराणिक कहानियाँ	।।)
७	वीर गाथा	।।।)	२३	सामाजिक अभिनय	।।=)
८	देश-देश की दन्त कथायें	।।।)	२४	वैज्ञानिक अभिनय	।।=)
९	सेवाग्राम की तीर्थ यात्रा	।।=)।।	२५	कथा कहानी	।।।)
१०	बाईसवीं सदी में रुस्तम	।।)	२६	दुरूह यात्रायें	।।)
११	त्रभाषिक नाम कोष	१।)	२७	गाँव के भीतर	।।।)
१२	सुमार्ग	१)	२८	पंच परमेश्वर	।।।)
१३	सात सितारे	।।।=)	२९	भारत के बाहर भारतीय	।।)
१४	कवि-दरबार	१)	३०	बड़ों की बातें	।।)
१५	आविष्कारों की कहानी	।।।=)	३१	महान आत्मा	।।)
१६	किशोरावस्था की नागरिकता	।।।=)	३२	हमारा विधान	१)

बाहरी प्रकाशन

१	चतुरिया	≡)	९	बेसिक कहानियां भाग ३	।।)
२	लोकोक्ति रत्न माला	।=)	१०	,, ,, ,, ४	।।=)
३	हारजीत	२)	११	,, ,, ,, ५	।।।)
४	ग्यारह कहानियाँ	१।।।)	१२	स्वास्थ्य जीवन	।।।=)
५	बौछार	१।)	१३	दक्षिण पथ	१।)
६	मंजरी भाग ३	।)।।	१४	संसार के कुछ अद्भुत दृश्य	।।)
७	बेसिक कहानियां भाग १	...	१५	स्वास्थ्य प्रदीप	।।)
८	,, ,, ,, २	।=)	१६	आल्हा	।=)।।

१७	परमाणु बम	।।)
१८	सोने की गुड़िया	।)
१९	ललित कथा मंजरी	१।।)
२०	बन्दर का ब्याह	।)
२१	अखण्ड भारत	।–)
२२	अरब देश की कहानी	।=)।।
२३	नीलम परी	।।)
२४	यादगार	१)
२५	जादू का मजीरा	।।)
२६	बाल वीणा	=)
२७	संतोष का फल	।=)
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३०	समुद्र परी	।=)
३१	जीवन की बूँदें	१)
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३३	कवि प्रसाद	२।।)
३४	दस कहानी	।=)
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३६	मर्यादा का मूल्य	१।।)
३७	उपेक्षिता	१।)
३८	पाकिस्तान का प्रश्न	१।।)
३९	मंजरी भाग	१)
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४७	दुर्गा बाबा	=)
४८	मंजरी भाग ४	।)।।
४९	यूनानी दर्शन	(।।।
५०	भारत में मंत्री मिशन	१।)
५१	भाषा ग्रन्थावली	१)
५२	मिलन	१।।।)
५३	द्वादशी	२)
५४	जय हिन्द	१।।=)
५५	भारत की नदिय	२)
५६	भाग्य चक्र	१)
५७	पेड़ पौधों की कहानियाँ	।=)।।
५८	मन के बन्धन	२)
५९	सप दर्शन	१)
६०	ईश्वर ऐतिहासिक विकास	१)
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६२	हिन्दी साहित्य का छात्रोपयोगी इतिहास	२।।)
६३	सदाचार	।≡)
६४	उर्दू साहित्य परिचय	६)

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६	मसनवी गुलज़ार नसीम	।।।)
७	ज्यायउल अदब	।।=)
८	मआविन उलमीन	।)

९	न्यू मेथड उर्दू प्राइमर	–)।।।
१०	Patriotic Poems II (Urdu-edition)	=)
११	मुख्तसिर जदीद इल्म हिन्दसा भाग १	१।)।।
१२	नये तुर्क और तुर्की	३)
१३	Ood-i-Hindi	१।)
१४	जदीद इल्म उलरूज़	।।।)
१५	सरोजउल अदब	१।)
१६	तारीख अहल हिन्द भाग ३	।।।)
१७	बच्चों की दूसरी किताब	=)
१८	बच्चों का बाग़	≡)
१९	न्यू मिडिल स्कूल एलजबरा	१।।।)≡
२०	अहल हिन्द की मुख्तसिर तारीख	३
२१	तारीख़ अहल हिन्द भाग २	१)
२२	तारीख अहल हिन्द भाग १	१।)।।।
२३	इंतज़ाम मदारिस के लिये इशारात	१।)
२४	हिन्दुस्तान का तवारीखी एटलस	१।)
२५	आक्सफोर्ड इण्डियन स्कूल एटलस	।।।)
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३१	इल्म उल बुलाग़त	।।।)
३२	जिस्म की हिफाज़त भाग २	।।।)
३३	इन्तखाब अय्यार दानिश	।।)
३४	चार मुक़ादह	१)
६५	आमद नामा	=)
३६	Selection from Kulliyat-i-Sauda	१।।)
३७	Fisana-i-Ajaib	१।।)
३८	हाई स्कूल तब्बियात	३।।
३९	सीर उल मुताखरीन	।।।)
४०	मसनवी मीर हसन	।।)
४१	अकबर नामा	३)
४२	अनवार सहेली	१।।)
४३	जदीद इल्म उलरूज़	।।।)

टी० सी० ई० जर्नल्स एगड पब्लीकेशन्स लि०

१९, हेवट रोड, लखनऊ

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टी० सी० ई० जर्नल्स एन्ड पब्लीकेशान्स लि०

१९, हेवट रोड, लखनऊ

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